

President's Message

I am incredibly humbled and honored to represent DDEL membership and participate in advancing the mission of our organization: to improve the education and quality of life for individuals with exceptionalities from diverse communities. I want to acknowledge the incredible leadership of Dr. Michelle (Shelli) Frazier Trotman Scott, our former President and current Immediate Past President. I was fortunate to work closely with Shelli and witness many poignant moments of advocacy for children and families from diverse backgrounds and for DDEL membership. DDEL was well-represented in CEC's national dialogue during her presidency. I would also like to acknowledge our outgoing Immediate Past President, Dr. Satasha Green. Under Satasha's leadership, DDEL's Strategic Plan was refined and reauthorized. The specific goals and corresponding objectives delineated in the Strategic Plan guides DDEL as we move our mission forward. Finally, I would like to acknowledge our former Treasurer, Dr. Andrea Jasper for her service to DDEL and continued dedication to CEC. Thank you!



As of January 1st, 2016, multiple Executive Committee (EC) positions have concluded and newly elected and appointed members have assumed their new positions. Dr. Quintella Bounds was elected by DDEL membership to serve as President-Elect and Dr. Diana Baker was elected to serve as Treasurer. Thank you to the following outgoing appointees for their service to DDEL: Dr. Steve Chamberlin, Constitution & Bylaws Committee; Dr. Amina Turton, Research & Professional Issues; Dr. Lusa Lo, Finance Committee; and Dr. Ramon Goings, Student Representative. To continue the mission of DDEL and its respective initiatives, the following appointees were carefully selected and graciously have accepted their appointments: Mildred Boveda as Constitution & Bylaws Committee Chair; Dr. Gerardo Moreno as Research & Professional Issues Committee Chair; Dr. William Hunter as Finance Committee Chair; Dr. Donna Y. Ford and Mildred Boveda as Newsletter Co-Editors; and Robai Werunga as Student Representative. *(continued)*

DDEL would like to hear your VOICE!

If you are interested in contributing to future newsletters please consider the following categories:

"Voices from the Classroom" featuring an innovative strategy, approach, activity, or accomplishment conducted in a classroom serving exceptional learners who are culturally and linguistically diverse.

"Voices from the Field" featuring programs, research studies, organizations, or opportunities involving exceptional learners who are culturally and linguistically diverse and/or those who are serving this population.

"Research Spotlight" featuring studies related to CLD learners.

"Voices from the Community" featuring the perspectives of families, advocates, and community members.

Please email a summary of up to 500 words, indicating one of the above categories to newsletter co-editors, Donna Y. Ford and Mildred Boveda: mboveoor@fiu.edu

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For information about registration and lodging
for the 2016 CEC Annual Convention follow:

<http://www.cecconvention.org> & the **#CEC16** hashtag on social media

Thank you to all former and current members of the EC for your service to DDEL membership and your dedication to the mission and vision of DDEL.

As we look ahead to 2016, I hope to tap into the diverse expertise and experiences of DDEL membership to inspire engagement in the national dialogue surrounding issues of social justice, equity, and inclusiveness for children with exceptionalities from diverse backgrounds. I believe that each member of DDEL has joined this organization for a very personal reason and with the hope of affecting change for children, families, and teachers from culturally and linguistically diverse backgrounds. The EC plans to send out opportunities for members to serve in many capacities to move the initiatives of DDEL forward. Please be watching for invitations to serve and lend your expertise. Another great opportunity for membership to connect with one another and get involved is during the annual CEC Convention. This year, the annual convention will

be held in St. Louis, MO from April 13th-16th. DDEL has scheduled many informative presentations from scholars and practitioners around the world. If you plan to attend the annual convention, please visit our booth on Division Row in the EXPO center and find out how to get engaged. Also, consider attending our general business meeting and our annual social for yummy desserts and networking. If you are unable to connect at the annual convention, but you still want to be involved, please contact me at kelly.carrero@tamuc.edu and I will help you find a place to plug-in and serve.

On behalf of the children, families, and professionals we advocate for—thank you for your commitment to our field and putting action behind our values of inclusiveness, advocacy, equity, and social justice for all.

-Kelly M. Carrero, Ph.D., BCBA

STAY Connected!

Have you visited our website lately?

Do you want to learn more about how to get involved with DDEL?

Keep connected with the latest news from DDEL by visiting

<http://community.cec.sped.org/ddel/home/>

Also, check us out on social media!

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If you have any suggestions, please
contact our webmaster:

Quintella Bounds

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A MESSAGE FROM YOUR DDEL VOICES NEWSLETTER CO-EDITORS

Donna Y. Ford and Mildred Boveda

There is no better time to be proactive and unapologetic about special education overall, but particularly in the context of cultural and linguistic diversity. We are honored to serve as co-editors of DDEL VOICES and to continue the work of previous editors who recognized the commitment of leaders and members of CEC and DDEL (see <http://community.cec.sped.org/ddel/missionvision>).

With advocacy, equity, and social justice in mind—and as the primary group dedicated to racial, ethnic, and linguistic diversity within CEC—this issue focuses on special education via early childhood education. The first article by Brian Wright explores the special education pipeline, often besieged by the over-referral, misidentification, and misplacement of specific demographics of students in special education (see page 4). Alternatives are provided to ameliorate this pipeline’s undesirable consequences so that all students, and Black male students, in particular, can reach their full potential. This issue’s “Research Spotlight” by Shelly Counsell critiques a recent Vanderbilt study on the purported lack of benefits of early childhood education. There is extensive debate about the long-term outcomes of specific early childhood intervention. Ironically, it cannot be denied that those with the highest educational credentials and capital devote much effort to the earliest years for their children, yet some will downplay the benefits of formal early educational opportunities to others who are less privileged. The double standards are egregious and oppressive. In “Voices from the Field”, Malik Henfield and Ahmad Washington’s article centers on the vital, non-negotiable need for helping professionals (e.g., counselors) to be culturally competent in their work to support professionals and families.

We are excited to introduce a new feature to our newsletter. “Voices from the Community” will highlight the perspectives of families, advocates, and community members. In this issue, Michelle Frazier Trotman Scott and Joy Davis discuss a grassroots approach to translating research into practice. Their article uses the acronym FAMILY and provides concrete recommendations on how families can be informed and thus empowered.

As co-editors, we recognize that although a newsletter is a powerful resource to communicate practice and effect change, its content is often short and seldom enough to exhaust all aspects of a topic. We hope that this issue will motivate you to dig deeper into early childhood and special education. We also encourage you to submit articles about your experiences so that DDEL’s future newsletters highlight your VOICES.

Finally, please review the following two links about the U.S. Department of Education’s recent efforts to find a standard approach to measuring racial bias in special education:

From the Associate Press, apne.ws/10Aqxtj and Education Week, <http://bit.ly/24rNDhv>.

DDEL’s Mission:

To improve, through professional excellence and advocacy, the education and quality of life for individuals with exceptionalities from diverse racial, ethnic, cultural, and linguistic communities.

DDEL’s Vision:

DDEL is an education organization renowned for its leadership in advancing knowledge and practice, and shaping policy to enhance the quality of life for diverse individuals with exceptionalities. DDEL’s commitment to forging partnerships results in solutions to persistent and emerging barriers to social justice. DDEL is recognized globally for its expertise and advocacy.

Core Values

Diversity, social justice and equity

Inclusiveness

Advocacy

Inquiry leading to the development of practices that attend to unique learner characteristics

**WHO IS THE YOUNG CHILD? CONSIDERATIONS FOR BLACK MALES IN THE
SPECIAL EDUCATION PIPELINE**

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Though a simple question, the answers to the titular question may vary and are complicated along lines of race, class, gender, ability, and disability. The term “young children” refers to children between the ages of birth through 8 years old. These early childhood years are marked by greater developmental changes than any other period of life. For this reason, understanding the key milestones that include mastering physical coordination (infancy), experimenting with physical and communication skills (toddlers), immersed in social, imaginative, active play (preschoolers), and learning through social interactions, hands-on exploration, and experimentation (K-3) that span the early years is critical to answering another question: “Who is the young Black male child in the 21st Century?”

In preschool, boys are five times more likely to be expelled than girls, and African American boys are most at risk for expulsion (Office for Civil Rights, 2014; Gilliam, 2005). Beginning in preschool, a time where children are actively constructing meaning about their cultural worlds, which are marked by social, imaginative, active play, African American boys encounter teachers who tend to stigmatize them, giving them negative labels, such as “bad boy” or “troublemaker,” that are often passed along from teacher to teacher throughout a child’s schooling (Wright, Counsell, & Tate, 2015; Wright & Ford, in press). Labels such as these lead to isolation and exclusion from classroom activities and begins the practice of over-presentation, misidentification, misplacement in high-incidence categories of emotional and behavior disorders, intellectual disability, learning disability, and developmental delay that characterize the schooling experiences of too many African American males P-12 (Wright & Ford, in press).

Against this backdrop of discriminatory special education referral practices is the school-to-prison pipeline. For example, The Schott Foundation

revealed how Black students are far more likely to be suspended or expelled than their White peers – than all students, regardless of gender, race, and income. These disparities begin the process of pushing students out of school at very young ages (P-3), hindering their opportunities to access high quality early education and their overall educational experiences once they enter the P-12 system. Focusing on the importance of early education programs, this report makes it clear that schools implementing these programs need to be aware of the dangers of harsh disciplinary practices and be mindful and vigilant about racial and gender inequities.

While African American children make up only 18% of preschool enrollment, they account for 42% of preschool suspensions. Comparatively, White preschoolers make up 43% of enrollment but 28% of preschool suspensions. The practice of suspending and expelling children—particularly those younger than age 5—from early childhood settings can have profound consequences. These punitive measures come at a time when children are supposed to be forming the foundation of positive relationships with peers, teachers, and the school institution. Instead, they are experiencing school as a place where they are not welcome or supported, which serves as a troubling indicator of what is to come

<http://schottfoundation.org/blog/2015/11/10/new-report-preschool-prison-pipeline>

These cumulative, negative experiences result in the notion that the Black male child in the 21st century includes “problems”, and “deficits”, rather than “possibilities”, “promise”, and “potential”. The latter should characterize the experiences of all children in early childhood, not just some.

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

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CAN CORNER: LEGISLATIVE UPDATE - FEBRUARY, 2016

Greetings!

I hope all of you are well during this busy time of year! I wanted to invite you all to this summer's legislative conference in Washington, D.C. This will take place at the CEC headquarters in Arlington, VA from July 10-13th, 2016.

On Tuesday, President Obama released his \$4.1 trillion spending plan for FY 2017. Key investments of the plan providing support for teachers and school leaders and expanding access, affordability, and completion in higher education. The budget provides \$69.4 billion in discretionary funding for the Department of Education in 2017, an increase of \$1.3 billion, or 2 percent, over the 2016 enacted level, adjusted for comparability. The budget also proposed \$139.7 billion in new mandatory spending and reforms over the next decade. Supports for children with disabilities are increases in IDEA Section 619 – Preschool Program, IDEA Part C – Infants and Toddlers Program, and IDEA Part D – Technical Assistance and Dissemination.

Unfortunately, the following programs were level funded at the FY 2016 appropriations level in the President's budget request: IDEA Part B, IDEA Part D (with the exception of Technical Assistance and Dissemination), the National Center on Special Education Research, and the Jacob K. Javits Gifted and Talented Students Education Act. CEC and its members will continue to advocate for increased investments as the FY 2017 budget process gets underway in the Congress.

Another important release from Washington, is the letter from the Department of Education to state school districts on transitioning from NCLB to ESSA. You can read the letter at <http://www2.ed.gov/policy/elsec/leg/essa/transitionsy1617-dcl.pdf>.

Remember, your voice counts! You can familiarize yourself with all of the current policies and issues at: <http://cecblog.typepad.com/policy/>. Once you know the issues, you can contact your member of Congress through this website: <http://capwiz.com/cek/home/>. Let your voice be heard!

Thank you all!
Your DDEL CAN representative,
Donna Sayman



RESEARCH SPOTLIGHT

**Peabody Research Institute Pre-K Study Critique:
The Need for Racial and Ethnic Considerations**

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Tennessee's Voluntary Pre-K (TN-VPK) initiative provides preschool opportunities to increase kindergarten readiness and later school success for children based on income, followed by children with disabilities or dual language learners (DLLs), as space allows. A randomized control trial by the Peabody Research Institute was designed to answer three primary questions: the effectiveness of the TN-VPK program for preparing children for kindergarten entry, whether identifiable subgroups of children were differentially affected by TN-VPK attendance, and the sustainability of effects on achievement and behavior beyond kindergarten entry and through the third grade year [8]. Below, I provide a brief critique of their findings.

Kindergarten Readiness

Upon kindergarten entry, TN-VPK children had significantly higher math and literacy assessment scores and were rated by their kindergarten teachers as more socially and behaviorally ready for kindergarten than the control group (children who qualified but did not participate in TN-VPK) [8]. These results support TN-VPK's overall goal to improve children's kindergarten readiness and are consistent with other preschool education research [2,6,7,11]. Teacher ratings, however, on scales such as preparedness, peer relations, behavior problems, and feelings about school are not delineated according to race/ethnicity. Ratings are important but their subjective nature cannot be discounted.

Differentiated Effects and Characteristics

Per results, TN-VPK effects were largest for DLLs whose mothers had less than a high school degree; DLLs with more educated mothers had the next largest effect size [8]. DLLs' language immersion with English-speaking age mates can lead to improved academic performance on language-based assessments. Unlimited access to the full range of experiences within diverse, inclusive, socially integrated settings can maximize children's learning and life outcomes [3,4]

Achievement and Behavior Sustainability

Although the researchers acknowledged that there were some short-term benefits to participation in the TN-VPK program, the findings for their third research question are far more controversial. By the end of kindergarten and across the consecutive primary grades (1-3), the researchers found that there were no significant differences on achievement measures. One potential threat to randomized trials' validity, known as compensatory rivalry, may be a plausible explanation for their findings. For example, parents in the control group may have worked hard to help their children to compensate, catch up, and eventually surpass the TN-VPK children [1]. While the researchers compared TN-VPK participants and the control group, how these groups would compare academically and rated in comparison to other groups (including children who attended other preschool programs) is not known.

Possible teacher bias toward different groups according to income, race/ethnicity, or gender was not explored. This further points to the question of the efficacy of colorblind research, and high-stakes research in our increasingly diverse nation and schools. More than ever before, our schools will be comprised of students of color.

Brain-based research demonstrates how modifications in neural structuring take place as children grow and learn (prior to age 10) [9,10]. Probabilistic epigenesis reveals that every child has many more potential developmental pathways than are ever realized. The young child's interaction and engagement with the learning environment (e.g., instructional practices, learning activities, and curricula) throughout the primary grades serves to help activate different parts of the child's genome [5]. To maximize learning potential, children require ongoing cognitive, social-emotional, and language stimulation [4] using effective teaching practices, such as culturally responsive practices that specifically promote African American boys' healthy self-identity and agency [12]. Further research is needed to ascertain which classroom factors most help different groups of children succeed in P-3 settings. Future research must not be colorblind and/or discount the powerful impact of culture at all educational levels. Furthermore, varied rates of participation that differed between the TN-VPK and the no TN-VPK (control) groups raise potential selection bias threat in the Peabody Research Institute study and could explain the higher special education rate for the TN-VPK, as well as the very small later achievement advantage of the control group [1].

The topic of early childhood education has a long history. Research and common sense reveal that the earlier we reach children, the more promising the effects, especially for students with potential developmental delays. However, this does come with some controversy, especially in regards to long-term effects of early childhood programs. The greatest irony is that early childhood programs are viewed by some as irrelevant when the effects are not evident later in life. At the same time, those who advance such assertions surely spend time—from birth—educating their own children, while simultaneously discounting the effects for others.

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DDEL 2016 EXECUTIVE COMMITTEE

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VOICES FROM THE FIELD

**Leveling the Playing Field:
A Call for Social Justice School Counseling with Students Who Have Special Needs**

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Multicultural competency has become a prominent term in many fields, including counseling. The newly revised multicultural counseling competencies, however, are unique from others due to its emphasis on social justice. The new title, *Multicultural and Social Justice Counseling Competencies* (MSJCC), clearly emphasizes this focus. The formal emphasis on social justice may be a drastic and uncomfortable change for some in the counseling profession; nonetheless, these competencies represent *minimal* expectations that all counselors are expected to aspire to now and in the future. One drastic shift for many practicing counselors may be the expectation for involvement in policy changes. Specifically, the MSJCC is partly built on a foundation that asserts, “Public policy interventions require addressing local, state, and federal policies and laws that affect the well-being of individuals” (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016, p. 34). That said, it is incumbent upon counselors to figure out ways to help those they serve by critiquing not only practices, but also policies that negatively impact individuals and groups whom they serve.

Public policies often lead to differential opportunities, or opportunity gaps, that advantage some children and disadvantage others. Educational accountability pressures have trickled down to earlier grades so much that scholars are now characterizing kindergarten as the new first grade (Bassok, Latham, & Rorem, 2016). The rising cost of

quality pre-K, however, can force families living in poverty to rely on childcare facilities that are ill-equipped (e.g., under-qualified teachers, poor funding, insufficient learning tools, etc.) to prepare children for the rigors associated with today’s PreK-12 learning environments. African Americans are disproportionately represented among those in poverty. As such, these families often find themselves among those that have no choice but to register their children for preschools that function as little more than baby-sitting facilities, with very little teaching and advanced learning. Given this reality, it makes perfect sense that African American students often enter schools under-prepared for success, leading to disparate academic outcomes, such as lower standardized test scores and grades, as well as under-representation in gifted/advanced programs and being over-presented in special education from the time they enter formal education.

Such educational outcomes are intricately linked with poorer life outcomes for African Americans. Counselors working in schools may believe that they are incapable of having an impact on such deleterious outcomes. With the advent of the MSJCC, attempts to counteract these issues have become an expectation.

With respect to African American students, school counselors are ideally positioned as educational professionals and family-community liaisons to address problems (ASCA, 2012). School counselors can advocate on behalf of African American students in myriad ways through a comprehensive school

counseling model that encompasses direct services with students, and indirect services with parents, community-holders, and professional colleagues. Some specific recommendations include:

- **Push for policy change.** Inequitable opportunities are often tied to policies that disproportionately impact African American families. Disappearing work opportunities, for example, are tied to policies that could be changed if policymakers felt pressured to do so. School counselors can lead a letter-writing campaign to push local, state, and federal politicians' to pay attention to important issues affecting African American families in and out of schools. They can also write blogs and bring awareness to these issues using social media as a means to garner widespread attention and support for their cause.
- **Educate families.** Until policies change, school counseling must make compelling presentations to parents, colleagues, and community-stakeholders about how and why exposure to more rigorous coursework is advantageous to the short and long-range educational and economic well being of African American students. This can be done in settings outside of school (e.g., churches, community centers, etc.) with the support of community members who can help recruit participants.
- **Develop programming.** Once families gain an understanding for the current educational context, their support can be leveraged for assistance with creating summer bridge programs. Such programming is designed to help students prepare for important educational transitions such as pre-K to kindergarten and kindergarten to first grade. These programs have the potential to help students prepare more seamlessly for the next step in their education, which will undoubtedly be more difficult. Colleges and universities often support such programming for incoming freshman and may be able to assist in design, implementation, and evaluation.

By helping to remove the barriers that routinely obstruct elementary African American students' access to gifted and talented programs, school counselors adhere to the ethical mandates of social justice undergirding their profession (ASCA, 2012). We believe the aforementioned recommendation can enable school counselors to achieve educational equity for a group of students that has historically been marginalized.

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VOICES FROM THE COMMUNITY

We are F-A-M-I-L-Y: What Culturally Different Families Can Do to Effectively Collaborate with Schools to Support their Children with Exceptional Education Needs

Michelle Frazier Trotman Scott, Ph.D.

Joy Lawson Davis, Ed.D.

Culturally different students who receive or are eligible to receive special services come from families who are deeply concerned about their well-being. Before a child enters a classroom, they have already been taught by his or her most important teachers and allies – their parents and families. Regardless of race and ethnicity, the highest level of education achieved, the salary earned, or the zip code in which they live, all families want the best for their children (Trotman Scott, 2014). However, families from culturally diverse groups are often misunderstood and discounted when parent-school collaboration models are developed. Yet, scholars and practitioners have documented the positive effects of families on school achievement in the lives of diverse learners (Davis, 2010; Garrett, Antrop-Gonzalez & Velez, 2010).

The unique strengths of communal connections in the Black, Hispanic and other culturally different communities has been identified as cultural capital and is valuable to the educational process (Castellano & Frazier, 2011; Wegmann & Bowen, 2010). While traditions and values across cultural groups may differ, a similar belief among all groups is that a high quality education is necessary to raise all families to a higher economic and social level. Schools serving culturally different students can develop effective culturally responsive parent/family-school/community collaborations by engaging families beyond that of legislative mandate (see IDEA, 2004). Instead, families whose children are served in gifted and/or special education programs need to know that their children will be cultivated by educators who care about his or her success, as well as value and respect the traditions and legacies important to their cultural group (Ford, 2013).

School personnel must engage families in an effective, culturally responsive manner. This can be done by empowering parents to actively participate in family-school collaborations (Davis, 2013). However, strategies to enhance the cultural competence must be utilized to do so. The following F-A-M-I-L-Y strategies can be used to empower families and help schools to increase the engagement of culturally different parents:

- F**amiliarize yourself with governing federal and state gifted and special education services.
- A**cquire additional knowledge by checking out or purchasing informative books about gifted and special education.
- M**ake sure that you attend meetings held at your child's school as well as local churches, community centers, or other community organizations. Your presence will allow you to serve as an advocate for other families/students in your community who may have a need for gifted and/or special education services.
- I**nsight can be given and received if you volunteer to serve on local advisory committees. Volunteering will allow you to learn current and future service trends of the district.
- L**og or journal a list of your child's characteristics and how he/she responds to learning experiences at home (homework, reading, playing games, going to museum, etc.). Share the journal or log at parent-teacher meetings while discussing your child's school performance.
- Y**our time and expertise can be utilized to serve as a parent leader who can be trained to help other parents in your community become more familiar with gifted and/or special education services. Offer to meet with administrators to provide suggestions and share your views. *(continued)*



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Announcing Two Named Fellowships for Doctoral Study in Education:

The Betty Bowe Castor Fellowship Award and the Thomas and Carol Morgan Fellowship in Special Education and Autism Spectrum Disorder

Each award provides for 3 years of study for qualified candidates in our PhD in Education program. Located 25 minutes from Philadelphia, Pennsylvania, Rowan University's PhD in Education program offers specializations in Higher and Postsecondary Education, Counselor Education, Literacy Education, and Special Education. Our students are tasked with responding to the region's, nation's, and world's most persistent educational challenges, those that obstruct access, success, and equity in traditionally underserved communities.

Program features include:

- Dedicated research and teaching internships in which students learn to become professors and researchers through the instruction and mentorship of established faculty members;
- Structured opportunities for students to publish, present at conferences, and contribute to the grant writing process; and
- Established local and regional partnerships that provide the context for students' learning and research efforts.

Our students will be prepared to train future generations of students, contribute meaningfully to academic discourse, and influence policy-making with the intent of providing equitable outcomes for all educational stakeholders.

For more information, visit rowan.edu/edphd

Access, Success, and Equity...
Turning Research into Practice



MULTIPLE VOICES

Guidelines for Preparation and Submission of Manuscripts

Multiple Voices for Ethnically Diverse Exceptional Learners (MV) is the official, peer-reviewed journal of the Division for Ethnically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children (CEC). The journal publishes original research; conceptual and theoretical articles; critical analyses, reviews and syntheses of literature; and material, test, and book reviews. We seek works that explicitly address the interrelationships between culture, language, and exceptionality in educational systems, policy, research, and/or practice. Topics may include (but are not limited to):

Early childhood through post-secondary education
Disproportionate representation
Prevention and early intervention
Identification and assessment
Instruction/intervention
Programs and services for exceptional populations & their families
Family and community empowerment
Recruitment and retention
Personnel preparation
Policy and law

Authors should submit manuscripts that conform to APA style (6th edition) and not exceed 30 pages (including references).

MV is published twice a year in the fall and spring.

For additional information, including manuscript guidelines and subscription rates, please visit our web-site at

<http://community.cec.sped.org/ddel/publications>

Wanda Blanchett & Monika Shealey, Co-Editors

Please note - We are also launching a new email address for MVs:

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Call for Nominations!

Dissertation Abstracts: New Scriptwriters

In each issue, we will feature a new scriptwriter's dissertation and invite dissertation supervisors, faculty, and students to **submit an abstract** of recent and noteworthy dissertations to *Multiple Voices*.

Abstracts should be 300-350 words in length. Include name of supervisor, institution, and a 2 to 3 sentence description of author's current position, institutional affiliation, and contact information. Electronic submissions sent via email are preferred.

